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AUTHOR Simon, Roger I., Comp.; And Others
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ABSTRACT

The IMPACTE Project (Indian and Metis Project for Careers Through Teacher Education), initiated in August 1971, aimed to: (1) train Native teachers within the framework of the regular certification program at the Faculty of Education, Brandon University (Manitoba, Canada) and (2) provide a new "career ladder" for Indian and Metis people. Of the 53 treaty and non-treaty Native students who entered the program in 1971, 32 percent dropped out the first year. Of prime importance was the fact that IMPACTE had shown an ability to identify and cope with its own problems; therefore, continued funding and support for IMPACTE was well justified. This first evaluative report concentrates on descriptive diagnostic information about internal operations which provided the administration with feedback about positive and negative features of the program's first year. Given in the report's three sections are: a description of program objectives, assumptions, and organizational structure; a report of an independent evaluation of the first year; and a description of program changes in the second year which have attempted to solve some of the problems raised by the evaluation. The appendixes consist of student profiles, bar graphs to highlight or supplement information contained in the profiles, and comments from teachers and principals. (NQ)

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IMPACTE

A DESCRIPTIVE REPORT AND EVALUATION OF THE FIRST 18 MONTHS.

compiled by

DR. ROGER I. SIMON ..... Ontario Institute for Studies in Education

DR. F. SHEBIB ..... University of Manitoba

MR. LeROY LITTLE BEAR ..... University of Utah

MR. KEITH SHEWAN ..... Brandon University

with the cooperation of

DR. P. G. HALAMANDARIS
Director, Project Impacte

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INTRODUCTION

This document attempts to summarize what Impacte is, what some of its initial problems have been, and what attempts have been made at improving the operation of the program. The report consists of three main sections. The first is a description of Impacte's objectives, assumptions, and organizational structure written by the project director, Dr. Halamandaris. The second is a report of an independent evaluation of Impacte's first year written by Dr. Simon, head of the Impacte evaluation team. The third is a response by Dr. Halamandaris describing program changes in the second year which have been attempts to solve some of the problems raised by the evaluation.

The evaluation team has taken the stance that any innovative program requires a developmental period of two-three years to stabilize its procedures for curriculum planning, development and administration. Rarely does a new program develop according to initial conceptions and plans. Programmes are continually evolving and changing as staff, students, problems and attitudes change. We therefore urge a flexible stance in assessing Impacte's progress. Of prime importance is the fact that Impacte is developing a process by which its own growth and development are subjected to on-going self-examination leading to constructive change; that is, a process for identifying and resolving its own problems.

The first evaluative report on Impacte concentrates primarily on descriptive diagnostic information about internal operations which provided the Impacte administration with feedback about positive and negative features of the first year's program. Such information is also important however, for those responsible for making funding decisions about Impacte. Such agencies should not be kept in the dark about the program during its developmental phase. Indeed, we believe those supporting Impacte should be aware of the nature of the program, its problems, promises and successes in order to be in a better position to help with its successful development.

PROJECT DESCRIPTION

The IMPACTE Project, (Indian and Metis Project for Careers Through Teacher Education) was conceived through a proposal submitted to Mr. Fred Foss, Regional Superintendent of Vocational Training and Special Services for the Department of Indian Affairs and Northern Development (Winnipeg), by Dr. P. G. Halamandaris, Director of Educational Research, Faculty of Education, Brandon University in the spring of 1971. Negotiations with the Provincial Government through Dr. Lionel Orlikow, Assistant Deputy Minister of Education of the section of Planning and Research of the Department of Youth and Education, then of Planning and Priorities of the Cabinet of the Province of Manitoba became interested in the Project and funds were made available by the Provincial Government for such a project in addition to those provided by Indian Affairs.

In August, 1971 the Project IMPACTE became a reality and started to operate under the direction of Dr. P. G. Halamandaris.

During the summer months of 1971 a recruiting team was established composed of the following members of Faculty of Brandon University:

Dr. Gerald Rimmington, Dean of the Faculty of Education, Professor J. Loughton, Professor Richard Parker, Mrs. J. Parker, and Dr. P. Halamandaris. With the assistance of Indian Affairs Counsellors and field workers of M.I.B. (Manitoba Indian Brotherhood) and M.M.F. (Manitoba Metis Federation) and other community representatives, fifty-two students were recruited from the following areas: Norway House, Split Lake, Cross Lake, Wassagamach Bay, St. Theresa Point, Nelson House, Island Lake, The Pas, Barren Lands, York Factory, Oxford House, Rolling River, Keeseekooweenin, Waywayseecappo, Fort Alexander, Sandy Bay, Sioux Valley, Oak Lake, Camperville, Beulah, St. Lazare, Winnipeg, Amaranth.

The basic procedures for recruitment were as follows:

1. The Project was advertised through pamphlets and other media to various areas in Manitoba and applications were sent to individuals who were interested in the Project. When applications were received, an itinerary was formed and members of the recruiting team visited areas where students were interviewed and were given an assessment of their reading level.

2. Objective data, such as, marital status, years of work experience, number of children, grade compieted, etc., was presented to the band councils, school councils, M.M.F. field workers, or M.I.B. field workers, or other combinations of representatives of the community and a ranking of the students by the community was done. Thus from each community we had a ranking of the people that were interested in participating in the project and upon this ranking the project approached candidates until the proper number of students were chosen.

On the basis of the location of the new students who were recommended for the IMPACTE Project the following centres were established: 1. The Pas 2. Birtle (it draws students from St. Lazare, Rossburn, Elphinstone, and Erickson.) 3. Amaranth – (it draws students from Hillridge, Kinisota, Alonsa, and Sandy Bay.) 4. Brandon where it draws students from Oo-Za-We-Kwun centre, and from the Northern areas where it would be impossible to establish centres due to sparcity of the population and the remoteness of the communities.

ASSUMPTIONS

1. That trained native people are best qualified to teach native children at the elementary level since they:

   (a) have communication skills and habits derived from a culture of which the native child is a part.

   (b) have knowledge of the social and attitudinal conditions of native life in Canada.

   (c) would provide a positive model as a "significant other" for native children. (Thus helping a native child respect and identify his native identity.)

   (d) would be trained at the same level of competency as other non-native teachers in Manitoba.

2. That the native communities themselves have a significant contribution to make in determining the kind of education and the kind of teachers that their children should have.

3. That the trained native teacher will be best qualified to work with a native community in implementing relevant educational programs and discussing family problems related to education

As the Project IMPACTE operates on the open-admission policy (i.e., students do not have to have grade 12 in order to enter the Project) an intensive Orientation Program was scheduled in August of 1971. The Orientation lasted four weeks and the major emphasis was on study skills and library research. In addition, the students were introduced to various courses such as music methods, physical education, community recreation, and audio visual materials. During that four week intensive Orientation period the program provided opportunities for visiting lecturers to come and discuss Native Problems with the students (e.g., Mr. Stan Wilson from The Pas, Miss Verna Kirkness from M.I.B., Mr. Bruce Sealy, from the Faculty of Education, University of Manitoba, Miss Flora Zacarias, and Mrs. Ida Bear). The results of the reading and study skills are shown in appendix A.

OBJECTIVES

IMPACTE is a teacher education project for the overall purpose of certifying Indian and Metis Students to teach in the elementary schools. IMPACTE has two aims:

1. To train Native teachers within the framework of the regular certification program at the Faculty of Education, Brandon University.
2. To provide a new "career ladder" for Indian and Metis people. This means providing an opportunity for Indians and Metis to enter occupations which have previously been beyond the level of aspiration and training of Native people.

These teachers will be especially skilled in dealing with Indian and Metis children and in working with the communities where these children live. The assumptions that are made here are all listed on page 6.

LENGTH OF THE PROGRAM

The present requirements for the teacher to be certified in the province of Manitoba, are two years of University training. The present Impacte program takes two and one-half to three years to complete depending on student input. The IMPACTE Project started in August, 1971 and it is expected that the first graduates will be out by December,

1973 or August, 1974

PARTICIPATION

There are two sections of the IMPACTE Project, "on-campus" and "off-campus". The off-campus IMPACTE presently operates in three centres in Western Manitoba: The Pas, Sandy Bay-Amaranth, and Birdtail River, (where students are drawn from: Elphinstone, Rossburn, Erickson, and St. Lazare). This section of the program is for non-treaty Indians and Metis students. The students of that section live at home in their own community and work part-time in the schools as student-teachers assisting the teachers in their instructional duties. This is considered the link between the academic program and the clinical experience in the classroom.

Visiting instructors teach credit courses in the off-campus centres of the Project where IMPACTE Students are located. In addition the Project provides to all students off-campus the necessary support services such as counselling, tutoring, and resources as much as possible.

The on-campus IMPACTE Project is for treaty Indians only. The students live on-campus at Brandon and Oo-Za-We-Kwun Centre. They gain their field experience in the Brandon, Oo-Za-We-Kwun, and Rivers schools on a part-time basis (12 to 15 hours a week) and take courses at the University in Brandon.

ORGANIZATION

The following structural organization is provided for the IMPACTE Project:

1. IMPACTE Steering Committee: This committee is composed of the Superintendents of the participating centres, the Manitoba Indian Brotherhood, the Manitoba Metis Federation, the Manitoba Teachers' Society, the Department of Youth and Education, the Department of Indian Affairs and Northern Development, the Faculty of Education and students. Its purpose is to facilitate communication between the various centres in which students exist, and to discuss concerns and problems that students may have in the various centres. In addition, the Steering Committee serves an advisory Board to IMPACTE drawing the general guidelines for the program.

2. Student Affairs Committee: (Student Affairs Committee, Off-campus and Student Affairs Committee, on-campus.) The purpose of two student affairs committees is to provide a student input into the program, with reference to their problems and their needs at the various centres in terms of improving the project in all its aspects.
3. IMPACTE Curriculum Committee: is composed of Faculty members of the IMPACTE Project, the Manitoba Metis Federation, the Manitoba Indian Brotherhood, and Students. Its main function is to provide courses that are relevant to the IMPACTE Students for their certification as elementary school teachers and at the same time meet the cultural needs of the students by introducing new courses (such as The Structure of Cree and Saulteaux) or bring necessary emphasis to the courses.
4. IMPACTE Admissions Committee: this committee is composed of Faculty members and people from the various communities from which IMPACTE Students are recruited.
5. In each centre there is a Mentor who acts as a local counsellor for the IMPACTE students. The Mentor usually is an experienced teacher, principal of the school, or the superintendent of the division. The Mentor serves also as a supervisor for the students activities in the school. In addition, the Mentor introduces the weekly seminars for the course Introduction to Teaching which the first year students are required to have.

The Project is financed by the Federal and Provincial Governments through the Department of Indian Affairs and Northern Development and Planning and Research of the Department of Education.

PERSONNEL

Dr. A. L. Dulmage	President of the University
Dr. R. Pippert	Dean of the Faculty of Education
Dr. P. G. Halamandaris	Director of IMPACTE
Mr. Don Robertson	Co-Director/Counsellor for IMPACTE
Mrs. E. Brownridge	Counsellor
Mrs. P. Potter	Administrative Officer
Mrs. A. Grant	Staff Development
Mrs. Donelda Whyte	Secretary
Miss Shirleen Bennett	Secretary

INSTRUCTORS

Dr. Sam Corrigan
Professor B. Gibson
Professor J. Loughton
Professor R. Moon
Miss E. Sawatzky
Dr. Paul Voorhis
Dr. J. Tyman
Mr. K. McMurchy
Mrs. A. Grant
Mr. Steve Gingera
Mr. Antoine Lussier
Dr. P. Klassen
Professor L. Clark
Dr. G. Senoff

CURRICULUM

The academic program of the IMPACTE Project is that of the Bachelor of Teaching (BT) Program of the Faculty of Education. IMPACTE Students are expected to meet the same requirements as other students of the Faculty of Education – same number of credit hours for graduation and same grade point average for qualifying for certification. IMPACTE students are expected to take the same required courses that have been stipulated for all Faculty of Education students working toward the same teaching certificate. In addition to the obligation that the project has that the student meet the basic requirements of the Faculty of Education for certification, the project is responsible to the funding bodies in the delivery of special services to the students in order to meet their needs: Academic, Flexible Scheduling, Emotional, etc. and in general to see the student succeed in their academic courses.

The following courses were offered during the academic year 1971-72:

Ed. Course	24.171	Structure of Cree & Saulteaux	6 cr.
Ed. Course	25.270	Psych. of Teaching & Learning	3 cr.
Arts Course	90.131	Intro. to Anthropology	6 cr.
Ed. Course	24.262	Lang. Arts in Elementary School 1	3 cr.
Ed. Course	28.151	Introduction to Teaching	3 cr.
Ed. Course	24.359	Audio-Visual	3 cr.
Ed. Course	24.266	Social Studies Methods	3 cr.
Ed. Course	24.278	Math Methods	3 cr.
Arts Course	54.133	Canada Since 1534	6 cr.

IMPACTE Students spend more time in the schools during their 2½ to 3 years of training than the regular Faculty of Education students. For example, first year IMPACTE students are expected to spend 12 - 15 hours a week in schools assisting teachers in their

instructional tasks, plus 1½ hours in a seminar course "Introduction to Teaching" – 28.152. Due to the structure of this required school experience, wherever regular scheduled classes cannot be attended, special classes are scheduled for IMPACTE Students. The flexible scheduling has been necessary for the On-campus and off-campus students.

Faculty members of these special classes off, or on-campus are appointments made by Brandon University, through the office of the Dean of the Faculty of Education upon the recommendation of the project. It is important to note here the importance of the personal qualities of the individual instructor as he relates to the IMPACTE students. Wherever possible specially qualified instructors with experience in native education are preferred to teach within the IMPACTE Project.

The Project IMPACTE, within its term of reference, seeks the following approaches:

(1) Introduce the concept where performance becomes constant and time varies for the IMPACTE Students and for the students in the University in general. Most academic or professional education programs are at present geared to a more or less rigid time-table. Thus, a student is forced to match his rate of achievement to a predetermined schedule. Whether he is capable of reaching the acquired standards of performance in half the allotted time, or requires twice as long to become competent, he is bound by the length of the program to achieve at some mythical average rate. In IMPACTE, this process is reversed, the time oblique achievement variables. Thus, while other programs hold time constant allowing achievement to vary, in IMPACTE the achievement is held constant, allowing time of completion to vary. This time flexibility allows completion of the program when standards are made and competence is developed.

Within reasonable limits then, a student may develop a set of skills as rapidly as his abilities and background allow. Similarly, a more disadvantaged student is allowed more time to remedy deficiencies and gain confidence.

(2) Introduce new courses, through the regular procedures, that are more relevant to the native student's education. For example, upon the recommendation of the IMPACTE

Curriculum Committee the following courses have been recommended and approved for IMPACTE Students in particular and students of the university in general.

Introduction to Teaching	3 ch.
Community Recreation	3 ch.
Community Development	4 ch.
Introduction to Cree	3 ch.
Introduction to Saulteaux	3 ch.
Structure of Cree & Saulteaux	3 - 3 ch.
Teaching of English as a Second Language	3 ch.

(3) Introduce the students to more meaningful school experience through an interplay of classroom practice and theory.

(4) Introduce the students to an internship period that will lead him to spend more time in a specialty with professional people while at the same time he takes courses. For example, students of IMPACTE, once they have fulfilled the requirements of certification, for Manitoba. Internship in Counselling, Library Science, Recreation, Physical Education, Special Education, or Pre-School Education could be arranged in accordance with the interests of the students for gaining credit towards a third year degree in the Bachelor of Teaching (offered by Brandon University). The third year, toward the Bachelor of Teaching Degree, at Brandon University, could be gained in two ways: either the students could take the equivalent of 30 credit hours in courses in Arts, Science, and Education or undergo an internship of one term equivalent to 12 to 15 hours, and the second term complete the requirements with courses from Arts and Science and Education.

(5) Become involved in community developments during the whole year wherever possible. The IMPACTE Project stresses that all of its students participate in local community leadership and involvement. This past year a large number of students took an intensive course in Community Development. One of the course requirements was that each student work on a Community Development project during the summer; as a result many IMPACTE students were actively involved in various development programs throughout the province in projects such as Adult Education, Pre-school Education, Playground Supervision, Counselling, etc.

(6) The flexibility of offering and delivering courses in innovative ways such as experiential approach, project approach or through various media. In the Project IMPACTE attempts are being made through various instructors to deviate from the straight lecture approach to teaching, for example, Human Geography classes as taught by the Department of Geography, Brandon University. The course was approached in a modular form and through an experiential approach that was most relevant to the students in experiencing conflicts in communities concerning geographical aspects of their own community. In addition to the class requirements, the students had to provide a project of their own community in terms of Human Geography specifications in order for them to receive credit for the course. It is being considered also to have courses in IMPACTE being taught by video tapes and other media that could be sent out to the various centres off-campus where students are located.

(7) Attempts to evaluate students in innovative ways, not necessarily on the "written" work, but in some other way that could do justice to the student's idiosyncratic way of learning and the course itself.

(8) Support Services – such as counselling, tutoring, that could help the student to proceed with his work.

(9) A flexible schedule that could allow the students to start and end any course if possible at any time within the terms of the project.

(10) Provide an opportunity for the students to listen to special visiting lecturers such as: Dr. Ahab Spence, Rev. Adam Cuthand, Verna Kirkness, Stanley McKay, George Munroe, Johnny Yesno, and others.

The Project itself is a complex one. Its needs and concerns go beyond the university courses. The levels that the project operates could be considered as four inseparable levels:

1. The needs of the students: Academic/emotional; financial; family; social; or cultural or any other aspect that may effect his performing in the project. In order to meet these needs

the project provides the following:

(1) Intensive individual counselling
(2) Family counselling
(3) Tutoring
(4) Study Skills
(5) Classes that accommodate the students' style of learning and flexible timetable.

2. The needs of the schools, superintendents, principals, supervising teachers. The Project provides special workshops in Human Relations, inter-cultural education and Techniques of Supervision where problems in supervision are discussed as well as orienting the teachers in new tasks such as how to supervise a native student.

The Project offers credit courses in supervision for supervising teachers of IMPACTE. The expenses for the courses are absorbed by the Project.

3. The academic community: The need for new courses to go through the regular channels for approval. The need for approaching the existing courses in some innovative way in their delivery. Innovative ways of evaluating students. Keeping the academic community informed of the direction of the Project. Provide an opportunity to the various departments to become involved in adapting and delivering courses with an emphasis on the needs of the consumer.

4. The various institutions: Funding agencies, (Federal, Provincial); Native Organizations (Manitoba Indian Brotherhood and Manitoba Metis Federation); Certification Board, Certification Branch of the Department of Education; The Manitoba Teachers' Society, and others.

PROJECT EVALUATION

This evaluation of IMPACTE was conceived and carried out with a dual purpose. The first was to provide some essential information concerning the program's problems and prospects to the funding agencies providing IMPACTE with financial support. The second was to provide the IMPACTE program itself with feedback on the effectiveness and weakness of various aspects of the program so that more informed decisions could be made concerning any program changes.

It was not the expectations of this study to provide data and analysis that would label the program a success or failure. Indeed, our position has consistently been that such

"terminal" evaluations after one year of operation of any new and innovative program are of necessity inconclusive and naive. Accordingly, the design of the study and the data chosen for collection reflect a concern for program diagnosis and development. There has not been, at this stage, any attempt at devising an experimental study of IMPACTE'S effectiveness. This problem must wait for IMPACTE to mature with experience and at least graduate its first native teachers.

It is hoped the reader will accept this report in the spirit in which it was prepared; as in-term information which might be useful for improving IMPACTE'S effectiveness.

Presented below is a variety of data and program considerations focused mainly on student and supervising teacher reactions to the program.

BASIC DESCRIPTIVE INFORMATION

There were a total of 53 students who entered Impacte at the start of the 1971-72 academic year. This group consisted of 41 treaty and 12 non-treaty natives. As will be noted in Appendix B, 17 (32%) of these students dropped out of the program the first year. Inspection of grades 2, 3, and 4 in Appendix B indicate no systematic differences between those retained in the program and those leaving on either reading level entrance scores, writing level entrance scores, or academic standing (last grade completed) prior to being admitted to Impacte*. Analysis of the age differences among those leaving and those staying indicate that most of those students who left in the first year were younger than the average age of all Impacte students considered together. The mean average age of all students at entry to the program was 23.9 years (range from 17 to 43). The mean age at entry for students who continued to Impacte was 24.8 years (range from 18 to 43). The mean age at entry for students who left Impacte the first year was 22.1 years (range 17 to 35).

While it is desirable of course for Impacte to retain all students admitted to the program, such an expectation is extremely unrealistic for its first year. Most new innovative programs at both university and secondary school level normally show a 20-30% attrition during the

*The mean number of years of formal education prior to entering Impacte for all 53 students was 10.8 years. The mean for those who continued was 10.6 years and the mean for those who left was also 10.6 years.

first year. This is usually due to a number of factors including lack of clear understanding on the part of entering students of what the program will be like (since there's no precedent to look at), lack of experience in selecting students, and the general problems of administering a program in the first year.

Thus it is our opinion that the 32% attrition in Impacte is "acceptable" in the first year in light of our understanding of the problems of program development. In the future, of course, it is expected that this percentage will be reduced. Furthermore, the Impacte administration should be advised to consider carefully the implications of the age differences among those staying and leaving. Obviously this could reflect a maturity factor which might become an important criterion in a revised selection process. The report on Impacte's second year should be more informative in this regard.

The data which follows is based on the questionnaire intended for all IMPACTE students. We had hoped to involve all the IMPACTE students in the evaluation since they were relatively small in number and we wanted to give everyone a chance to provide the staff with feedback, however, only 28 of 45 students were available when the questionnaire was distributed. Of these 28, eight were located on Brandon campus, eight on campus but living in Oo-Za-We-Kwun, and 12 in off-campus centres. Of the total 25 were Treaty Indians and three were Metis. Table 1 provides additional descriptive information about these students.

Student Perceptions of IMPACTE Staff

An important aspect of the IMPACTE Program is the degree of counselling and support provided students. It was taken as a premise of the program that problems caused by the open enrollment policy and the necessity adapting to the demands and culture of a university program would best be overcome by extensive student support services.

In an attempt to evaluate how helpful students viewed the IMPACTE staff in this regard we asked them to indicate the frequency with which they sought help from various IMPACTE personnel as well as how effective the staff was in a problem solving and counselling role. Table 2 presents this data for a variety of staff members.

Two aspects of this data deserve particular emphasis. The staff member seen to be least helpful was the project co-ordinator. She had fewer students rating her as very helpful and was the only project member to receive an extreme rating of "not helpful at all"(by three students). Since this data was collected, this person has been replaced by a new co-ordinator. Additionally, it should be noted that the secretarial staff received the highest frequency of requests for help (not a surprising figure for anyone who has been a student). This data reaffirms the importance of the role played by all members of the IMPACTE staff in offering the support and help necessary to make the program work.

Additionally on this theme students were also asked whether or not they sought tutoring assistance and if so, whether it was readily available. Of the 28 students, 22 said they had sought assistance. Of these, 48% rated this assistance as relatively unavailable. This points up one weakness in the tutorial program at IMPACTE which should be rectified.

Student Teaching Experiences

Student teaching is the heart of any teaching training program. The following section presents information on the student teaching experiences of the 28 students who responded to the questionnaire. Of these students, 23 did all of their student teaching in the same school while five switched schools during the year. Most (78%) experienced more than one grade level during their tenure. Table 3 presents information concerning the diversity of grade levels experienced by the students. As can be seen by this data there is a heavy emphasis on the primary grades in the IMPACTE Program.

Since IMPACTE has, as one of its assumptions, the proposition that native teachers graduating from IMPACTE will be taking positions in communities heavily populated with Indian and Metis families we wanted to know how much experience they were having teaching native children.

For those students who had any native children in their classrooms (26 of the 28 students) there were a total 63 separate teaching placements made during the year (although different students sometimes taught in the same classrooms at different times of the year).

Of these 63 only 23.8% had more than 10 native students in their classrooms. On the other hand, 57.1% had only three or less native students in their classrooms. These figures should be contrasted with the average class size of all classrooms combined of 24.1 children. Thus, the majority of IMPACTE Students had native children in their classes but in a small proportion compared to the total size of the class.

This is in part explained by the fact that of our 28 students in the sample; 16 taught in schools in the Brandon area where the population of Indians and Metis are less than in the northern parts of the province.

Whether or not this situation is a serious problem for the IMPACTE program is as yet unknown. Certainly, it limits the IMPACTE students exposure to native children in the classroom. At the worst, it might lead to student teachers developing habits of style and interaction more appropriate to white children. This might become a serious problem if, after graduation, their major responsibilities would be teaching in native communities. More detailed research needs to be done on this problem before anything conclusive is established. A useful comparison would be the teaching styles of those off-campus students who have experienced entire classes of native children with those whose classes come mainly from the white areas surrounding Brandon.

Student Perceptions of School at Which She/He did Student Teaching

For many of the IMPACTE Students their student teaching apprenticeships were their first introduction to the teaching profession. There is no way we can under stress the importance of this experience both in terms of training and socialization to a professional role. How welcome did students feel and how helpful did the students view their supervising teachers and other school staff members?

Of the 26 students, 23 (or 82%) stated they felt welcome and comfortable almost all the time in the schools where they were placed. Only 2 students reported any significant rejection and discomfort.

Most felt that their supervising teachers were helpful and informed about the IMPACTE

program, however, there was a significant minority (25%) who felt their supervisors did not understand what IMPACTE was trying to do or the rationale for its program. As will be indicated later, this problem of communication with the schools in which practice teaching is taking place is one serious problem that the IMPACTE administration needs to resolve.

Additionally, most of the students (60%) reported significant contact with the principals of their schools and pre-dominately rated them as helpful.

We also asked the IMPACTE Students to rate their supervising teachers' knowledge and understanding of Indian ways of communicating, habits and culture. Of the 27 students who responded to this question, 45% felt their supervisor did this well, 14% of them rated them adequate and 35% rated them as poor or totally lacking in understanding. These figures represent another problem for IMPACTE: getting supervisory personnel with a sufficient understanding and knowledge of native culture to provide an adequate supportive climate for students.

Attitudes and Opinions of Supervising Teachers

Table 4 is a detailed picture of the characteristics of the 26 supervising teachers we were able to contact via interview or questionnaire.

Appendix C is a listing of the kinds of tasks the IMPACTE student teachers performed as reported by the supervising teachers. As can be seen, this list of activities is typical for student teachers. They combine the roles of aide, tutor and instructor.

The supervising teachers were asked a number of questions regarding whether they felt students were adequately prepared for their tasks when they arrived, assessments of students strengths and weaknesses, classroom style of students, and relations between the students and themselves. The reaction of the teachers to the IMPACTE Students is overall probably no different than what one would expect for any group of students immersed in a practicum in their very first year of teacher training. However, since a primary purpose of this report is to uncover possible weaknesses associated with the unique aspects of the IMPACTE program (so that the program can be improved) we shall briefly report some negative comments made by the supervising teachers.

On the balance, most supervising teachers found IMPACTE students well prepared, enthusiastic, and co-operative; experiencing problems that are to be expected the first time in the classroom. However, three main sources of complaint and confusion did come through the teacher comments.

At least, a third of the supervising teachers contacted seem to suffer from an unclear expectation of what IMPACTE students were supposed to do in their classrooms, what kinds of help the students needed, and how the student's academic programs were related to the nature of the practicum they (the teachers) were to construct. Comments like:

"We did not know what tasks they were to perform; by the end of the year he was doing more than we expected."

"The program as set up needs drastic changes, specifically, regarding our role as teacher educators. We need better guidelines for our role, and the role of the IMPACTE Students."

"More information on student's backgrounds (academic preparation) may help us to know what to expect."

are illustrative of the complaints and suggestions made by the teachers.

This issue of the need for role clarity for both IMPACTE Students and supervising teachers is a pervasive one. We conjecture that the richness and success of the practicum experience was probably conditioned by the degree to which the supervising teacher was willing to clarify both his own and the students role in such a way as not to derive unrealistic expectations about what students would be able to do. Some teachers have complained about students attitudes, lack of responsibility, etc., but objectively we have little information about whether their expectations and standards were related to the goals of this early immersion in classroom and the supportive counselling role deemed so necessary the first year.

More simply put, in an open enrollment program the first year should be expected to be one of adjustment, development of confidence, and gradual acquiring of technical facility; to demand immediate conformity to a strict interpretation of professional role is naive.

To the degree to which some supervising teachers took this attitude, they most likely

created problems for themselves and their students.

The implication of this brief discussion of role clarity is that IMPACTE must improve its selection and training* of supervising teachers.

A second theme that comes through many of the teachers comments is the need for time to adequately address the tasks of planning with students, providing them with teaching evaluations and generally offering them counselling and support. For example, one teacher wrote:

"I need time for the principal, student, and supervising teacher to meet for planning, counselling and communication in a relaxed atmosphere. Students were unable to participate in discussions of teaching philosophy, programs, etc. because of time."

Or as another example:

" . . . more time was needed to see the student and discuss aspects of lessons. Coming at nine and having to be back for afternoon classes at the University left little such time."

This problem of adequate time for consultation between teacher and student is a major one for IMPACTE since the whole practicum experience is organized on a half day basis. The data collected suggests that it would be worth re-considering the time tabling of activities to allow students more time (perhaps several full-days/week) per day in the schools.

The third major theme that comes through the teacher comments has to do with absenteeism and attitudes among the IMPACTE Students. Eight of the supervising teachers (as well as 11 principals and 3 mentors) reported absenteeism as a major problem. This had a serious demoralizing effect on the supervising teachers it concerned. They felt they were unable to plan to include students in their lessons and often questioned the validity of IMPACTE "carrying" students who seem irresponsible.

It should be stressed that those teachers who listed absenteeism as a problem were in the minority. However, it was mentioned by enough teachers, principals, and mentors as to constitute a problem which the IMPACTE Program should address.

While it seems to us that IMPACTE must grapple with the problem of what sorts of

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*Not every teacher, even if he is a master teacher, will easily provide the relationship, patience, support and understanding necessary for this program to work.

"professional" standards it will demand of its students at what point in the program; it should be pointed out that understanding the roots of practicum absenteeism is complex and probably not unrelated to the previously discussed issue of role clarity.

Thus, if the student is not clear on what he is supposed to do and the supervising teachers (in absence of clear guidelines from IMPACTE) devise expectations and standards that some IMPACTE Students are unprepared to meet in their first year; it should be expected that the practicum for some will be confusing and frustrating. These conditions can clearly encourage absenteeism which further exagerates the problem since this behavior conflicts with what some teachers are demanding and reduces their motivation to work in the necessary supportive ways with the students who need it most.

Once again, we should remind the reader that the problems we have been discussing are not pervasive of the program but involve only a minority of those participating. On the whole most teachers seemed to respond favourably to the program. When asked if the supervising experience was pleasant and mutually profitable only 3 reported it pleasant enough but not profitable. The rest (20) of the teachers were uniformly positive. It should also be noted that the great majority of supervising teachers gave unqualified "yes" responses to a question regarding whether or not they would like to be supervising teachers again!

In the questionnaires administered to the supervising teachers we also focused on their perceptions of the impact of IMPACTE Students on the native children in their classrooms. Twenty four of the 26 teachers responding had native children in their classes. Of these 24, eight reported that it seemed to make no difference that the student teacher was native in that the children seemed to react to him/her as they would to anyone else. The others all reported positive, favourable (with two exceptions: discussed below) reactions on the part of the native children that seemed uniquely related to the ethnic origins of the IMPACTE students.

Some sample positive comments include:

"They reacted very well to her. I often found that she could supply information about the native students that I was unable to get elsewhere."

"In one case of a shy native child who spoke her language, she (the IMPACTE student) made more progress than the teacher could relating to the little boy."

"One little girl in particular, hated being Indian. An IMPACTE student was able to make her see that being Indian was not a bad thing. She was also able to work with other children, providing information on Indian life."

As mentioned above there were two teachers who indicated negative reactions existed (on the part of the native child) due to the presence of an IMPACTE student. In one case the teacher simply wrote, "he wasn't empathetic at all." In other cases, the teacher wrote:

"They (the children) felt they could be more slack. They used him for many excuses as to why things were done incorrectly or not at all."

This last situation was an interesting one with potential implications for IMPACTE policy. In this classroom there were a number of children who were relatives of the IMPACTE student. This evidently created an informality and perhaps a set expectations on the part of the children which most likely was at odds with the way in which the supervising teacher ran the classroom. In other words, it was probably disruptive of her authority. If so, this particular kind of practicum placement is not desirable unless the teacher is prepared to cope with its implications.

However, there is a different interpretation of this situation based primarily on the theme that natives nominated from their own communities for IMPACTE, can not go back and teach in these communities. This proposition is based on the assumption that to fully "command the respect and sense of distance" a teacher must have from his or her pupils. They should not be placed in their home communities.

While we favor the first interpretation over the latter, the implications of the latter are so severe for IMPACTE'S long range goals as to want considerable future study. It is possible that in some native communities the expectations of a teacher's behavior are idealized to the point that no person whose social habits are well known can adequately fit the job. Obviously this is a problem for IMPACTE which requires future study.

It should be cautioned that the judgements about the reactions of native children are completely subjective and subject to undisclosed bias and misinterpretation. The general issue

of whether native teachers will be more effective with native children (than white teachers) deserves much more intensive investigation. Obviously, the problem is far more complex than the way we just stated it. We would expect considerable interaction between teaching style, ethnic origin, and class composition. At a minimum, these three variables will have to be considered simultaneously in a research design before any adequate answer to the controversy can be given.

One final concern needs to be raised and it again relates to the issue of adequate role definition for the competency of the supervising teachers. As our final question we asked teachers whether they felt they learned anything new about native people as a result of having IMPACTE students in their classrooms. Only 7 of the 26 said yes. One teacher responded, "I hope not", explaining that . . . "I appear to have been taught that prejudice against native people is justified." The rest responded they had learned nothing new. What these "we learned nothing new" responses mean is unclear. It would be worth the additional effort for the IMPACTE administration to investigate whether or not they indicate that previous biases have been confirmed.

This data illustrates the importance of doing all that is possible to make the practicum positive for both students and teachers.

Examples of those who indicated they have learned something new include:

"I have learned that there is something fine and steadfast in native people. The student has achieved under great stress, again, patience is very noticeable. I learned to be more patient. I learned to forget about time somewhat."

"I began reading books on native people as a result of contact with the student".

"I feel that I can relate much better to native people now that I have worked closely with one of them.

"Students were able to give me a better insight into the homelife of the children I teach, since I have never been in their homes."

Appendix D is a complete listing of all the suggestions teachers made regarding possible changes in the IMPACTE Program. As will be seen there are recurrent themes around problems

of role clarity, time, and standards, all of which we have discussed previously.

School Principals View of IMPACTE

Table 5 presents data from 19 principals of schools participating in the IMPACTE program. As this data indicates, some improvement in communications between principals and IMPACTE staff is desirable.

Appendix E is a complete listing of principal's comments regarding suggested changes in IMPACTE. An inspection of this data indicates that principals as a group seem far less sensitive (than supervising teachers) to the goals and methods of IMPACTE and the adaptation problems of native students to a university program under an open enrollment plan.

It is important that this situation be rectified since the principal can so often set the climate and corresponding attitudes for the staff of his school. Continued supportive experiences in a practicum are necessary to make IMPACTE work and the program cannot afford to have this subverted through misunderstanding.

MODIFICATIONS WITHIN THE IMPACTE PROJECT DURING THE YEAR 1972–73

In the light of the feedback that the project received from the present evaluation report for the year 1971-72, the following modifications have taken place in an attempt to meet the needs of the students in a more effective way.

1. In the report it was noted that the secretarial staff received the highest frequency of requests for help. The project in its second year of operation offered the secretarial staff a chance to audit a counselling course that was offered to IMPACTE students in an attempt to assist them and other personnel of IMPACTE in carrying out the necessary assistance that is required by the IMPACTE students.

2. With reference to the tutoring services the following approaches were taken starting September, 1972 to April, 1973. The fall session of 1972 all first year students were involved in a weekly two hour class session in "Study Skills" with remedial reading instructions by Digby Ferries of the Counselling Services of Brandon University. During the second term Mrs. Eileen Brownridge was appointed to be in charge of tutoring. During that time the project hired five tutors whose educational background varied from three years to five years of university training. The areas of their competencies were: majors and minors in subjects such as, Anthropology, Sociology, Psychology, Geography, History and other areas that the IMPACTE students required assistance. The tutors were screened and interviewed for the position with IMPACTE. Individual tutoring was carried out with the IMPACTE students on the various areas that the student required assistance. This one-to-one tutoring served twenty-two IMPACTE students varying from two sessions to over 40 sessions for many students. The areas of tutoring that were covered were Study Skills, Anthropology, Oral Delivery of Lectures, Word Pronunciations, Sociology, Introduction to Psychology, and other areas that the students needed help.

Peer counselling and peer tutoring was also available wherever possible. This was used extensively by many instructors in Psychology of Teaching and Learning and also by other

instructors as the students felt more comfortable receiving assistance from their own peers.

Also available to the IMPACTE Project were two graduate students from the University of North Dakota giving individual help to IMPACTE Students. These individuals have assisted in methods courses, supervising and tutorial work in the student teaching area.

3. The problem of communication between the IMPACTE Administration and the IMPACTE Supervising Teacher was mentioned as a concern in many parts of the report. In order to meet these immediate needs during the second year in September, 1972 meetings were set with the supervising teachers, the students and the IMPACTE Staff in the various areas where IMPACTE Students were student-teaching. The purpose of these meetings was:

1. to acquaint the supervising teachers with the IMPACTE Project;
2. to provide an opportunity for students and the project administration to meet in an informal way with the supervising teachers;
3. to provide an open session for questions the teachers might have an thus give the project some idea of the assistance that the teachers would require.

During the second year the Coordinator of the Project, Mr. Don Robertson and the Counsellor of the Project, Mrs. Eileen Brownridge visited the teachers and the students in their schools and discussed aspects of individual students concerns. Due to the geographical distribution of the various centres in the Project the concentration by Mr. Don Robertson was in the area of Birtle, Rossburn, part of Brandon and The Pas; while Mrs. Eileen Brownridge concentrated in the area of Sandy Bay–Amaranth, Ebb and Flow, Erickson, Rivers and part of Brandon. It is worth noting here that during the third year (1973-74) there are plans to hire faculty instructors who would supervise IMPACTE Students in the schools on weekly basis and meet with supervising teachers and the students and communicate problems and concerns that they may have on the classroom experience. This is to take place during the year 1973-74.

4. The report indicates that of 27 students who responded to the question concerning supervisor's knowledge of Indian culture – 45% felt that their supervising teachers' knowledge and understanding of Indian ways was superior while 14% rated them adequate and 35% rated

them poor or totally lacking in understanding. During the second year in order to help solve this problem a staff development person was appointed with the task to develop professional development workshops in the various centres for supervising teachers and principals. The staff development workshops comprised three components:

(1) the human relations aspect

(2) the inter-cultural aspect -- communications between people from different cultures, and

(3) supervision techniques to be used in supervising IMPACTE students.

Personnel involved in this combined workshop were: Dr. R. Pippert, Dean of Faculty of Education; Professor Marion Crowhurst, Faculty of Education; Mr. Don Robertson, Mrs. A. Grant, Mrs. E. Brownridge from the IMPACTE Office. Outside resource people were also used, Mr. Lorne Atkinson from the Manitoba Metis Federation, Mrs. Grace Godmaire from the Welfare Advisory Board. IMPACTE Students, Mr. James Wastasecoot, Mrs. Linda Guimond, Mr. Sidney Muskego, Mr. Philip Paynter, and Mrs. Emma Gossfeld. The Supervision Workshops were given by Professor Mike Spack of the Faculty of Education and Dr. Lyal Holder, visiting professor from Brigham Young University.

During the academic year 1973-74, we request that the person who will be in charge of the staff development of the project meet with the school division and the Manitoba Teachers' Society in-service committee and schedule the various in-services in conjunction with those offered in the various school divisions.

5. In order to meet the needs of those supervising teachers who were contacted and seemed to suffer from unclear expectations of what IMPACTE Students were their classroom, the Project offered a credit course for all supervising teachers of IMPACTE 28.360 – Principles and Techniques in Supervision of Field Experiences, (3 credit hours), was offered twice during the second term of 1972-73 in an individualized approach. Seventeen teachers off-campus and six teachers on-campus took that course, thus providing a direct input to supervision of IMPACTE Students. (This course enabled the teachers to experience the same concepts that were taught in a competency based education course and in addition, to gain experience in supervising this type of competencies that were demonstrated by the students.)

An IMPACTE Conference was organized on May 2, 3, and 4, 1973. The Conference included three major components:

(1) the inter-cultural aspects of the project--creating a Native awareness
(2) an awareness of the Native education progress in the province and
(3) identifying issues concerning supervision such as:
    a) identify students tasks during their field experience
    b) identify the teachers' tasks during the field experience
    c) evaluation of these tasks
    d) responsibility of Faculty of Education
    e) Professional Development needs.

6. The theme that came through many of the teacher's comments was the need for time to adequately address the tasks of planning with students.

Visiting lecturess were invited and included Miss Verna Kirkness, a representative of the Manitoba Indian Brotherhood and Mr. Harvey McCue, Trent University. In this conference teachers participated actively in formulating the functions of tasks of the field experience for IMPACTE Students during their 1st yaar and deciding what their expectations were concerning the students, the Faculty of Education and the IMPACTE Staff.

Conclusions

What the demonstrated effectiveness of Impacte will be is of course still an open question. The validity of its assumptions need to be tested and several problems raised in the evaluation need to be investigated. However, suchc concerns will have to wait till Impacte begins to graduate its first students.

Certainly, given the support of the native communities in Manitoba and progress many of the students have made, Impacte is a prima facie success.

Furthermore, in terms of this report the conclusions are relatively straight forward. We feel the primary criterion that can be used (at this time) to judge Impacte's effectiveness is —— whether the program has shown an ability to identify and cope with its own problems. The report as a whole is presented as initial evidence of that ability. Thus, the evaluation team has concluded that continued funding and support for Impacte is well justified.

TABLE 1

DESCRIPTIVE INFORMATION CONCERNING IMPACTE STUDENTS WHO RESPONDED IN THE STUDENT QUESTIONNAIRE

<table>
<tr><td>AGE</td><td>Average age: 24.4 years

The oldest being 41
The youngest being 18</td></tr>
<tr><td>SEX</td><td>12 males; 16 females</td></tr>
<tr><td>MARITAL STATUS</td><td>7 single 19 married 2 separated</td></tr>
<tr><td>NUMBER OF CHILDREN</td><td>Average number of children: 2.4
The most in one family being 7
The least none</td></tr>
<tr><td>HIGHEST SCHOOL GRADE COMPLETED BY THE IMPACTE STUDENT</td><td>Average grade level: 10.3
Distribution by grade as follows:

<table><tr><td>GRADES</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>Number of Students</td><td>1</td><td>4</td><td>3</td><td>3</td><td>9</td><td>7</td></tr></table>
* of the 28, one respondent did not complete this question.</td></tr>
<tr><td>PREVIOUS WORK EXPERIENCE BEFORE JOINING IMPACTE</td><td>19 had previous experience
9 had not.</td></tr>
</table>

TABLE 2

STUDENT PRECEPTIONS OF HELPFULNESS OF IMPACTE STAFF

	No. of Students Who Sought Help (Out of sum of 28)	Index of Frequency With Which Help Sought*	Average Rating of Helpfulness**
DIRECTOR	23	1.9	1.8
CO–ORDINATOR	26	2.0	2.4
COUNSELLOR	25	2.2	1.6
SECRETARIAL STAFF	17	2.4	1.9
MENTORS	20	2.1	1.7
LIBRARY STAFF	18	2.0	1.9
REGISTRAR	3	1.0	2,7

* The frequency ratings were based on a 4-point scale composed of the following points:
(1) once or twice
(2) 3 – 5 times
(3) 5 – 9 times
(4) 10 or more times

** Helpfulness ratings were based on a 5–point scale varying from
(1) very helpful to (5) not helpful at all.

TABLE 3

DIVERSITY OF GRADE LEVELS

Experienced during first year of student teaching

(A) Number of Students teaching at different grade levels during the Year.

Number of grade levels	1	2	3	4	5
Number of students	6	7	6	6	3

(B) Number of Students who had experience at each grade level during the year.

Grade Levels	1	2	3	4	5	6	7	8	9
Number of Students	12	13	11	10	15	9	4	2	2

TABLE 5

PRINCIPAL'S PERCEPTIONS OF PROBLEMS

Related to IMPACTE'S PRACTICUM PROGRAM

I. MAJOR PROBLEMS ENCOUNTERED BY PRINCIPALS

# Reporting Problem	
4	No Problems
11	Absenteeism
2	Lack of direction of program
1	Student Shyness
1	Lack of Adequate planning time
1	Student unwillingness to accept responsibility
1	Adverse parent reaction to native student

II. Principal's understanding of various aspects of the program.

	YES	NO
a) Have you been adequately informed regarding the nature and goals of IMPACTE	13	6
b) Have you been adequately informed about the role a student should play in your school	11	8
c) Have you been adequately informed about students' preparation for "student teaching?"	8	11
d) Do you feel there was adequate liaison between IMPACTE staff and your school?	12	7

TABLE 4

SUMMARY OF DATA ON SUPERVISING TEACHERS

YEARS OF EXPERIENCE	CERTIFICATE HELD	DEGREES	PRIOR EXPERIENCE WITH NATIVE PEOPLE	NUMBER OF CHILDREN IN CLASSROOM	NUMBER OF NATIVE CHILDREN IN THE CLASSROOM	AMOUNT OF TIME IMPACTE STUDENT SPENT WITH TEACHER	SEX OF TEACHER
26	Class II	----	Teacher and Neighbour	30	2	Full Session	F
6	Prof.	B.A. B.Ed.	Social Worker Friendship Centre; Married to Native 30 teachers Native Students		1/3 of entire school	Student 1–½ term Student 11–½ term	F
13	Perm. Collegiate	B.Sc.	NO	23	23	Student 1–12 wks. Student 11–24 wks.	M.
4	Class I	----	Teacher	32	None	3 – 4 weeks	F
un-graded 4	Class I	----	Teacher on Reserve	9	4	First term & part of Second	F
4	Perm. Prof.	B.A., B.Ed., working on M. Ed.	Teacher	32	None	Full time till Xmas, part time until Easter	F
3	Class III	-----	Teacher	11	Many	4 weeks	F
3½	Class I	----	Teacher	34	2	All but 4 – 6	F
5	Class I	3 courses short of B.A.	Lived in Churchill Classmates Natives; sister-in-law native	30	None	Most of session	F

TABLE 4 (Continued) SUMMARY OF DATA WITH SUPERVISING TEACHERS

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Years of Experience	CERTIFICATE HELD	DEGREES	PRIOR EXPERIENCE WITH NATIVE PEOPLE	NUMBER OF CHILDREN IN CLASSROOM	NUMBER OF NATIVE CHILDREN IN THE CLASSROOM	AMOUNT OF TIME IMPACTE STUDENT SPENT WITH TEACHER	SEX OF TEACHER
12	Class I	----	Teacher Native farm hand lived with family	27	1	10 weeks	F
NO	INFORMATION		PROVIDED	32	None		F.F. M
3	Class I	Completing 2nd year	No	35	None	4 weeks	F
8	First?	B.A.; B.Ed.	Teacher	30	3	About 12 weeks	M
6	Class I	----	Teacher	40	Approx. half (20)	12 weeks	F
8	Class I	----	Contact with 2 Native Teacher Aides (1½ years)	29	Approx. half (15)	Approx. 10 weeks	F
30.5	Perm. Coll.	B.A. B.Ed.	No	12	8	Approx. 12 weeks	F
15	Class I	----	Teacher for 10 yrs.	32	Approx. half (10)	Stud. I–12 wks. Stud. II–3 weeks	F
25	Class I	----	Teacher, class mate & neighbour	31	Yes, – no. not specified. Town near reserve.	15 weeks	F
22	Class I	----	Grew up near reserve, as teacher, summer camps	22	14	12 weeks	F

TABLE 4 (Continued) **SUMMARY OF DATA ON SUPERVISING TEACHERS**

YEARS OF EXPERIENCE	CERTIFICATE HELD	DEGREES	PRIOR EXPERIENCE WITH NATIVE PEOPLE	NUMBER OF CHILDREN IN CLASSROOM	NUMBER OF NATIVE CHILDREN IN THE CLASSROOM	AMOUNT OF TIME IMPACTE STUDENT SPENT WITH TEACHER	SEX OF TEACHER
6	Class I	———	Teacher and classmate	50	Yes – No. not specified	All but 2 weeks	F
8	Perm. Prof.	B.A. B.Ed.	Teacher	25	Yes – No. not specified	4 weeks	M
5	Class I	———	Teacher	35	Yes – No. not specified	St. 1 – 8 weeks St. 2 – 3 weeks St. 3 – 3 weeks	F
22	Class I P1 A2	———	No	31	6	13 weeks	F
5.5	Class I	———	Summer church Camp work	31	Yes – No. not specified	Entire Session	F
18	P1 A2	———	Taught 9 years in Indian Settlement	31	Approx. 17	Entire Session	F
21	Class I	———	Teacher	50	Yes – No. not specified	Entire Session	F
8	P1 A1	———	Taught upgrading at Community College	30	Yes – No. not specified	Entire Session	F

(A total of 29 students are commented on in these questionnaires)

TABLE 5

PRINCIPALS PERCEPTIONS OF PROBLEMS
related to IMPACTE'S PRACTICUM PROGRAM

I. MAJOR PROBLEMS ENCOUNTERED BY PRINCIPALS

No. reporting Problem	
4	No Problems
11	Absenteeism
2	Lack of direction of program
1	Student Shyness
1	Lack of Adequate planning time
1	Student unwillingness to accept responsibility
1	Adverse parent reaction to native Student

II. Regarding various questions pertaining to understanding various aspects of the program.

	YES	NO
a) Have you been adequately informed regarding the nature and goals of IMPACTE	13	6
b) Have you been adequately informed about the role a student should play in your school	11	8
c) Have you been adequately informed about students' preparation for "student teaching"?	8	11
d) Do you feel there was adequate liaison between IMPACTE staff and your school?	12	7

Appendix A

The first section of the IMPACTE student profiles will deal with those students who have performed at a consistently high level, in fact surpassing considerably what was expected of them by the project during their first year as students.

Student No. 28, a Treaty Indian, married and father of two children, entered the project at the age of 24 with a complete Grade 12. This student had prior experience both as a teacher and guidance counsellor in his home district.

As of September 30, 1972 this student had successfully completed 36 credit hours of study in both Education and Arts courses. His lowest recorded mark to date has been a B⁻ He is currently completing an additional 9 credit hours in courses begun last term (which are only taught during special sessions). For the current academic year he is carrying a total of 24 credit hours in new courses.

Student no. 34, Treaty, married, and father of two children, entered IMPACTE at the age of 20, with a complete Grade 12.

He has successfully completed a total of 33 credit hours since joining the project, is completing an additional 9 credit hours, and has registered for a total of 18 credit hours comprising new courses.

His lowest recorded mark to date has been a C^{+}, having earned A's and B's in all other courses completed.

Student No. 6, also a Treaty Indian and a young married man, came to IMPACTE at the age of 23. Having a complete Grade 11 and standing in all Grade 12 subjects except mathematics, he had also completed a basic Teaching Methods course at Red River Community College. His part employment included a term of teaching upgrading for the provincial government Adult Education Branch.

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He has successfully completed 36 credit hours of university work to date, is completing an additional 9 hours, and has registered for 18 credit hours of new courses.

Student No. 13, a non-Treaty married woman, was 29 years of age at entry to the program. In addition to having a complete Grade 12, she brought with her considerable experience with children, gained through part employment as a residential school supervisor, and later as a permit teacher.

She has completed a total of 33 credit hours to date (completing 9 more), and is currently enrolled in new courses totalling 18 credit hours.

Her grades on courses completed have been consistently high with B- being her lowest grade to date.

Student No. 7, Treaty, a 33 year-old mother of seven children came to the program with a Grade 10 education. She had completed Department of Indian Affairs courses in Preparation for Kindergarten, and had worked as a kindergarten teacher aide.

Despite the added responsibility of a large family, she was able to complete a total of 39 credit hours of university course work during her first year in IMPACTE.

She is also registered in 18 credit hours of new courses, as well as completing the 9 credit hours begun last session.

Student No. 12 (Treaty) a 30-year old mother of seven, came to IMPACTE with a complete Grade 8. However, she had also taken upgrading to completion of Level II.

Her previous employment history included work as a nurses' aide, truant officer, substitute teacher and language instructor.

As with Student No. 7, this woman has been able to compile an impressive academic record in the number of courses completed, despite heavy family responsibilities. She has completed 39 credit hours as of September 30th. (9 more being completed), and is taking 18 credit hours this term.

Despite receiving three D's so far, her other marks (A-, B, B+, B+, and C+) more than

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offset these three courses.

It should be noted with reference to the above students' performance, that 30 credit hours is the normal (in many cases the maximum) course load for regular Arts and Science students at Brandon University. The achievements described above represent the most diligent and consistent efforts, often to the extent of attending extra sessions, beyond the normal academic year. (i.e. intersession and/or summer sessions).

Equally impressive is the progress of Student No. 2, a married woman (Non-Treaty) who was 40 years of age when she began with the program. Although she had completed Grade 11 and had taken a six-week normal school course (in 1951), at time of entry with IMPACTE she had been away from the academic situation for over 20 years. (She had, however, 11 years teaching experience.)

As an off-campus student living in one of the rural academic and teaching centres, she was able to complete 30 credit hours of Education and Arts courses during the past year. Her lowest grade achieved this session was a C. (She earned two A's, two A-'s, and two B+'s in her other courses). Currently completing 9 credit hours and registered in new courses totalling additional 18 credit hours.

Student No. 4 (Treaty) came to the program at age 20, a relatively young and inexperienced student with family responsibilities.

Despite a background of personal difficulties of the most severe nature (the most serious within the project) he has managed to complete 27 credit hours, with no grade lower than a C.

An off-campus student, he is also completing 9 credit hours of courses begun last spring, and is registered in an additional 15 credit hours during the current session.

Student No. 1 (non-Treaty), a married man with two children, began with IMPACTE at the age of 28. Although he had only Grade 7 through regular schooling, he completed

Level II in the upgrading program. (Also an off-campus student).

His previous employment history includes such jobs as laborer, guide, fisherman, trapper, bushworker, and musician.

Thus far he has completed 21 credit hours of work, (completing 9 more), and is registered in 15 hours of new courses.

His lowest recorded mark to date is a C, and he earned a B+ grade in the course 28-152 of Introduction to Teaching, which is a course comprising both academic work and classroom performance.

Student No. 8 (Treaty), 27 years old, came to IMPACTE with a Grade 10 education. Although he encountered some difficulties with one Arts course (resulting in an Incomplete for that course), he has accumulated 21 credit hours of course work to date. (Currently completing 9 more hours.)

He has achieved good grades in all other courses completed to date (4 B's and 1 C). An off-campus student, he is currently registered in new courses totalling 15 credit hours.

Student No. 14 (Treaty) a young woman separated from her husband, the mother of four small children, joined IMPACTE at age 25.

Although her formal schooling ended at Grade 8, she completed Level II upgrading before joining the project.

Without any extensive outside work experience, and hindered by the sole responsibility for a young family, this student found her first year of study quite difficult. Nevertheless, she has completed 18 credit hours of course work (completing 9 more), and is registered in 9 hours of new courses this term.

She has been repeating a portion of the school experience segment of the Course Introduction to Teaching, and has prospered very well in her classroom performance.

Student No. 16 (Treaty) was 21 years old when he became an IMPACTE student.

Although he has a complete Grade 12, he had little outide work experience.

He has completed 21 credit hours of course work (lowest grade B-), and is currently registered in 21 hours of new courses.

Student No. 10 (Non-Treaty) was 22 years old at entry to the project, single and had completed Grade 10. He had also taken social animation and field organizers courses, in conjunction with the M.M.F.

His past employment record includes farm and railroad work, as well as some experience with P.F.R.A. and M.M.F.

To date he has completed 21 credit hours of course work, (completing 9 more), and is registered in an additional 15 hours this term.

This student, while performing quite well academically, encountered some difficulty in adjusting to the classroom environment during the initial field experience last year. While this resulted in some conflicts between student and school staff, he was able to complete his teaching experience successfully.

Student No. 3 (Treaty) a married woman of 43 with six children entered the project with a complete Grade 9. Aside from farm labour, her only work experience was in the role of housewife.

An off-campus student, this student has managed to combine academic work with household duties to the extent of completing 21 credit hours of work in Education and Arts courses. She is currently registered in 15 credit hours of new courses, (completing 9).

Student No. 20 (Treaty) is a married woman with two children, who joined IMPACTE at the age of 21. Her husband is also a student in the project. She completed Grade 8 and Level II upgrading.

Past employment was limited to such jobs as waitress and farm worker.

She has thus far completed 27 credit hours (lowest grade C+) is completing 9, and is

registered in new courses totalling 18 credit hours.

Student No. 21 (Treaty) husband of No. 20, was also brought into the project at age 21. He completed Grade 8 and Level II upgrading. His past employment includes three years as a farm worker, and an unspecified time working as a welder.

He has completed 15 credit hours, and taken a grade of Incomplete in one 6-credit hour course. His progress thus far has been quite difficult, but has performed adequately in all courses completed. (Grades of C.)

He is currently registered in 18 credit hours of new courses, and is completing the additional 9 credit hours that all students began last session.

Student No. 29 (Treaty) a married woman with three children, was 22 years of age when she joined the project. Her husband was also accepted as an IMPACTE student.

This student entered with a complete Grade 9 and no upgrading. She has been employed as a housekeeping aide in a hospital for mental diseases.

She has successfully completed 27 credit hours of university work, with the lowest grade achieved being C. (Also completing 9 credit hours) In September, she registered for an additional 18 credit hours.

Student No. 30 (Treaty), the husband of No. 29, was 24 years old when he became an IMPACTE student.

He had previously completed Grade 11, as well as a clerical-book-keeping course at a community college. He also had two years experience as a shipper/receiver.

To date, he has completed 15 credit hours, and carried an Incomplete on one six credit hour course. (Completing another 9 credit hours). He is currently registered in 18 hours of new courses.

Student No. 32 (Treaty), married with two children, was 24 years old when accepted with IMPACTE. Her husband joined the program at the same time.

She had completed Grade 11, as well as a secretarial course and a teacher aide course. Her employment experience included clerical and secretarial work, as well as two months as a kindergarten teacher and two years as a teacher aide.

She has successfully completed 27 credit hours to date, is completing 9, and is registered in 18 credit hours of new courses.

Student No. 31 (Treaty), husband of No. 32, was 26 years old at entry to the program.

He had completed Grade 9 and Level II upgrading, and been employed as a hydro employee, fisherman and band constable before becoming a student.

Despite rather serious problems with English, he has completed 18 credit hours of work at an acceptable standard. (C).

He is registered in 15 course hours of new courses (completing 9 more).

Student No. 18 (non-Treaty), 21 years of age had completed Grade 10 when she entered the program.

Her past employment was limited to work as a baker's helper.

She has accumulated 21 credit hours of courses, receiving only A's and B's thus far, including a grade of A in the course Introduction to Teaching. (Completing 9 credit hours, and taking 15 credit hours of new courses.)

Student No. 15 (non-Treaty) a 23 year-old single man, came into the project with a complete Grade 11.

An off-campus student, he has completed 15 credit hours to date, is completing 9, and is registered for 15 credit hours of new courses.

Despite the fact that this student has not completed as many courses as some other students, his performance in the course Introduction to Teaching (B+) suggests good potential in the classroom.

Student No. 35 (non-Treaty) is a 31 year old married woman. She had completed Grade 8 and Level III upgrading prior to joining the program. She also brought with her two summers of teacher aide experience, gained through a Headstart program.

She has completed 24 credit hours to date, is completing 9, and is taking a new course load totalling 15 credit hours.

Student No. 37, (Treaty) is a 19-year-old single girl. She came into IMPACTE with a complete Grade 12, as well as having completed the first year of a Bachelor of Teaching Degree program.

Her previous employment includes secretarial work and five summers of experience as a radio operator.

She has completed 18 credit hours as an IMPACTE student, is completing 9 additional hours, and registered in September for new courses totalling 15 credit hours.

Student No. 38 (Treaty) a young married man with 2 children, became an IMPACTE student at age 24.

He had completed Grade 9 at time of entry, and had spent one year as a field worker, consultant and social animator for the Manitoba Indian Brotherhood.

An off-campus student, he has successfully completed 21 credit hours of course work (finishing 9) and registered for new courses totalling 18 credit hours.

Student No. 40 (non-Treaty) joined the program at age 19, and was recently married.

In addition to having a full Grade 12, she had also taken a short course in teaching. Previous employment included experience as a clerk, bookkeeper and permit teacher.

She has received academic credit for 21 credit hours thus far, is completing 9, and is registered in 18 credit hours of new-courses.

Student No. 41 (Treaty), is a 24-year-old married woman with one child. A Grade 12

graduate, her work experience was limited to one year as a sales clerk.

To date, this off-campus student has successfully completed 21 credit hours of course work, is completing 9 more, and is taking new courses totalling 18 credit hours.

Student No. 19 (Treaty), a single man, joined IMPACTE at age 23. He had a complete Grade 10, as well as a course in electrical construction, taken at a Community College.

Previous employment included such jobs as brush cutting, work as an electrician's helper, and experience as a teacher aide.

He has completed 18 credit hours of courses, and has taken a grade of Incomplete in one full (6-credit) course to date.

He is also registered in new courses totalling 18 credit hours, as well as completing an additional 9 hours begun last term.

The following groups of students, while still in the project, have been performing below expectations, for a variety of reasons.

Student No. 5 (Treaty) joined IMPACTE at the age of 20. A married woman with three children, she has a Grade 10 education.

Her previous employment history include babysitting jobs and work in a drycleaning plant.

She apparently suffered from a serious loss of motivation during her first academic year, completing only 9 credit hours of courses. She is currently completing an additional 9 credit hours, and has registered for 21 credit hours of new courses.

However, intensive counselling and study skills sessions appear to have produced some attitude change.

Student No. 23 (Treaty) is a single young man who became an IMPACTE student at the age of 19.

He had successfully completed Grade 12 when he joined the project. Employment

experience was limited to four summers of farm work.

His progress has been hindered thus far by severe personal and family problems, for which he has required very intensive counselling support. His youth, together with the number and severity of his problems has made his first year as an IMPACTE student extremely difficult.

To date, he has completed 9 credit hours of course work, and is repeating a segment of his school experience, a requirement to obtain standing in the course Introduction to Teaching. He is completing 9 more credit hours, and has registered in a new course totalling 18 credit hours.

Despite problems of absenteeism and poor academic performance, the mitigating circumstances referred to above, seem to justify this young man's continuation with the project. He is intelligent, personable and possesses many of the qualities of a potentially good teacher if his personal problems can be solved.

Student No. 24 (Treaty) is a single man who first joined IMPACTE at age 24.

He had completed Grade 11 and had also spent some time as a permit teacher.

Despite this promising background, this student has recorded grades in only 3 credit hours.

Extremely withdrawn and uncommunicative, he was unable to establish a rapport with the counselling staff as well as personnel in the school in which he did his field experience.

However, he is currently repeating his school experience, and his faculty supervisor has noted some improvement in his attempts to communicate.

While extreme shyness and discomfort seemed to characterize his interpersonal relations last year, there has been some improvement in this area. This student has both a high interest and considerable ability in the teaching of physical education.

He has registered for 9 credit hours of new courses, in addition to presently completing some work outstanding from last term.

Student No. 22 (Treaty), is a young single man who joined the project at age 20.

With a complete Grade 11 and some experience as a substitute teacher, this student

has not been able to perform up to expectations.

He has completed 9 credit hours thus far and taken a grade of Incomplete in one 6 credit hour course. He is currently completing 9 more credit hours, and is registered in 15 credit hours of new courses.

He was unable to complete his school experience last year, due partly to absenteeism, and is currently repeating a segment of this in order to receive a grade. He has shown some improvement in his classroom performance.

While this student has not shown any evidence of deep-seated personal problems, his immaturity and indecision have resulted in rather poor performance to date.

Student No. 36 (non-Treaty) is a single man who became an off-campus student at age 24.

He has completed Grade 11, and had taken part of a course in electrical construction at a technical school, before joining IMPACTE.

His past employment included labouring jobs and railroad work.

He has thus far received grades in only 3 credit hours, and has an Incomplete on one 6-credit hour course. He is completing 9 more hours, and has registered in 15 credit hours of new courses.

The above students while allowing for some rather major problems in adjustment to academic and professional training during their first year, are continuing in the project under close observation. It is hoped that, given more support and attention, they will be able to make significant gains in both performance and attitude during their second year.

The next two cases concern students of high potential, who were forced to withdraw from IMPACTE for compelling personal reasons last year. Both have subsequently rejoined the project this fall.

Student No. 45 (non-Treaty), is a single man who first joined IMPACTE at age 20.

With a complete Grade 12 education, he had no real work experience.

This student was the victim of two misfortunes which were major factors in his subsequent withdrawal. In his school placement, he was supervised by a teacher who was somewhat indifferent and unsympathetic to him.

This problem, coupled with a violent physical attack on him in the city of Brandon, were instrumental in encouraging him to withdraw from the program.

Despite these problems, the student completed 12 credit hours of course work at a better than average standard. (A, A-, and C).

He has repeated a portion of his classroom experience at a different school this term, and is doing considerably better. He is taking 18 credit hours of new courses.

Student No. 42 (non-Treaty) is a married woman with eight children, who began studies as an off-campus student at the age of 39.

Although she had only completed Grade 8, and had not taken any upgrading or other training, her writing level test grade of A- suggested potential academic ability.

Her employment experience was limited largely to home-centred activities such as seamstress work. In addition to caring for her own family, she has been a foster mother for some 14 years.

Although forced to discontinue her studies quite early in 1971 due to health problems, her school experience amply demonstrated many personal qualities that would make her an excellent teacher.

With her health greatly improved, she has rejoined the project as a first-year student, and has registered in 15 credit hours of new courses in this term.

The final section of student profiles deals with those students who have withdrawn from the program at various stages. In some cases, particularly those of students who withdrew early in their first year information in some areas is sparce or altogether lacking. Thus it is impossible to assess academic ability in those cases where students have withdrawn before completing a single course.

Student No. 17 (Treaty) was a single man of 26 when he became a student. He had completed Grade 11 and was enrolled as an off-campus student.

His employment history included labouring jobs and a period spent as an operator's helper in a pulp and paper mill.

Academically he was a good student having completed 24 credit hours of course work with the majority of grades in the A and B range.

Although he completed registration for his courses and had begun attending classes, he recently notified the project of his intention to withdraw.

For this student, the precipitating cause of withdrawal was the beginning of income tax deductions from his allowance.

Student No. 33 (Treaty), was a married man with two children who became a student at age 22.

He had completed Grade 11, as well as a Level II typing course, and had a varied employment history, office work, a job in a mine and substitute teaching experience. He had also served on his band council for one year. Although he spent a year in the project he had completed only 3 credit hours, and taken an Incomplete in one 6-credit hour course. His decision to withdraw was based partly on financial considerations and partly due to his own recognition that a teaching career was not for him. He is currently employed in a position where his starting salary is approximately $3,000 per year more than he would have earned as a newly graduated teacher with a Class II certificate.

Students No. 49 and No. 51 (Both Treaty), two single girls from northern Quebec, aged 21 and 20 respectively, both left IMPACTE early in the fall of 1971, without completing any course work.

They have been treated together in this profile because they had similar backgrounds and experiences, came to IMPACTE together and left at the same time.

No. 49 had a Grade 10 education and had some work experience though mainly close

to home. No. 51 had completed Grade 9 and had no work experience. To the best of our knowledge, neither girl had ever been away from home before.

It is felt that the enormous adjustment required of these girls, both to a new and drastically different environment and way of life simply overwhelmed them. Homesickness provided the final impetus to their decision to return home.

Student No. 43 (Treaty) was a 23 year old married man with a Grade 12 education. His employment history included work as a clerical assistant and labourer.

He withdrew in March, 1972 after completing only 3 credit hours of course work. A combination of personal problems, both emotional and medical seriously hindered his adjustment to campus life.

Student No. 44 (non-Treaty) joined IMPACTE at the age of 20. A single man, this student had completed Grade 8 and Level II upgrading.

He withdrew from the project in February, having completed no courses, and having had a record of excessive absenteeism both from classes and classroom experience.

Very immature and indecisive about his decision to become a teacher, the student withdrew temporarily to "find himself". During this time he made the decision not to return.

Student No. 50 (Treaty), a single girl, joined IMPACTE at age 19. She had completed Grade 11 and had had a varied employment experience which included part time work as a mother's helper, waitress and nurses' aide.

She had good scores on reading comprehension, as well as a writing level score of A+, and was potentially a good student.

She withdrew voluntarily early in the project due to pregnancy.

Student No. 9 (Treaty), a single girl of 22 had a Grade 10 education on joining IMPACTE. She had also taken some secretarial training, and had worked as a cashier.

Although she had successfully completed 12 credit hours of course work at a high standard (B+, B, C), she was unable to continue as a student because she was pregnant. Her decision was to devote fulltime attention to her child, and hope to resume her education at a later time.

Student No. 11 (Treaty) was a 26 year old mother of four children, separated from her husband.

She had completed Grade 11, and had three years experience as a substitute teacher, as well as having worked as a sewing machine operator.

This student had complete 6 credit hours of course work at a good standard of performance (A-, C) when she withdrew from the project. The precipitating cause of her withdrawal was financial. She apparently had serious difficulty meeting her family's needs on her student allowance.

Student No. 47 (Treaty) was a married woman of 25 when she became an off-campus IMPACTE Student.

She had completed Grade 9, as well as Level II upgrading.

From the outset, this student was hindered by grave personal problems. A combination of domestic and medical problems caused her to leave the program. She was granted a complete Voluntary Withdrawal for medical reasons, without academic penalty.

Student No. 53 (Treaty) was a 35 year old married woman, the mother of eight children.

She had completed Grade 8, but had not taken any upgrading or other special courses. Her employment had been limited to farm work in her home district, and the fulltime role of housewife.

She left the project due to family problems. The combined weight of academic pressure and the care of a large family, coupled with the transportation problems inherent in being an off-campus student, proved to be an unrealistic burden for this student.

Student No. 25 (Treaty) was a single girl of 17 when she joined IMPACTE as an off-campus student. She had completed Grade 10.

Her previous employment included babysitting jobs, and a term as a teachers' aide with the Headstart programme.

This student had proved to be very capable in the classroom, receiving good comments from her supervising teachers.

She withdrew from IMPACTE to get married. Since she had to move to her husband's home community, she was unable to continue her studies, as she was to be too far from an academic centre.

Student No. 52 (Treaty) was also a young single girl who came into the project at age 17. From the same district as No. 25, her case is essentially similar to the above mentioned case.

She also had completed Grade 10. She had done clerical work for her home band council, and had participated in a recreation project sponsored by the Department of Indian Affairs and Northern Development.

She did her field experience in the same school as No. 25, and also highly rated by supervising teachers.

She too, left IMPACTE to get married.

Students No. 26 and No. 27 were husband and wife. Both were in the project for the entire first year, as off-campus students. Although both expressed the intention of returning this fall, they suddenly moved from their regular academic centre. They were supposedly going to commute daily to the Brandon campus from their new home, which is some 75 miles from the university. Neither appeared for registration in September.

Student No. 26 (Treaty) age 21 had completed Grade 11, and had experience as a substitute teacher, and assistant to a welfare administrator. She had completed 18 credit hours of course work, with no grade less than a C.

Student No. 27 (Treaty) joined IMPACTE at age 19, having completed Grade 9. He had spent 2½ years in the navy where he was trained as a surface weaponsman, and had also been a bus driver and substitute teacher. He had completed only 3 credit hours of course work.

Student No. 48 (Treaty), joined IMPACTE as a single man at age 24. He had a complete Grade 12, and his work experience included jobs as a miner, pulp and paper mill employee and hydro worker.

He withdrew in October 1971, because he had married and felt that he could not properly support a wife on a student allowance.

Student No. 46 (non-Treaty) became an off-campus student at age 20. Although his classroom experience was successful, he completed only 3 credit hours of course work before withdrawing in the second term.

Student No. 39 (Treaty) was a married woman with two children who joined IMPACTE at age 21. Her husband is also a student in the project.

An off-campus student, this woman had completed Grade 9 when she joined the project.

Although she had taken no upgrading or other courses, this student completed 21 credit hours of university course work, with only one grade of D. (all other marks B's and C's).

This student withdrew from the programme early in the fall of 1972, to take a position as a teacher aide in her home community.

APPENDIX B

The bar graphs which comprise the following six pages of this report are intended to highlight or supplement information contained in the preceding biographical profiles.

Graph No. 1 despicts the grades attained by IMPACTE students in the course 28.152 Introduction to Teaching. This 3-credit hours course was singled out for graphic emphasis because the grade attained is a composite of academic work and field experience. Thus it is possible that performance in this course may be a better indicator of professional potential than any other course in the first year IMPACTE curriculum.

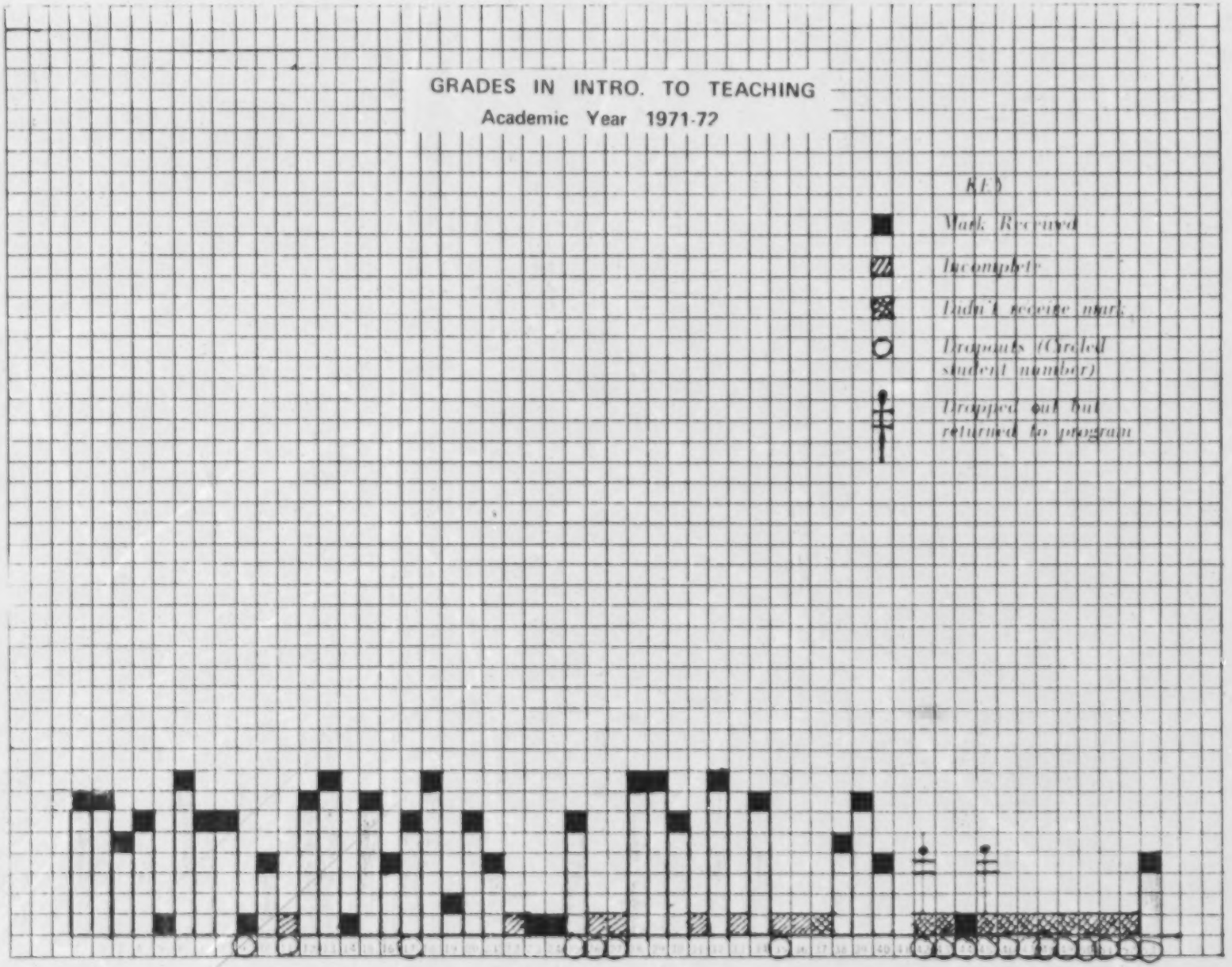
Graphs No. 2 and 3 respectively represent the results of reading and writing level tests administered to IMPACTE students prior to the beginning of the 1971 academic year.

Graph No. 4 illustrates the academic standing of IMPACTE students at entry to the programme.

Graph No. 5 shows the number of credit hours completed by IMPACTE students to date.

Graph No. 6 depicts the grade point averages attained by IMPACTE students on courses completed to date. To prevent misinterpretation and account for the G.P.A.'s depicted graphically the number of courses completed in each case is written above each bar.

GRAPH No. 1



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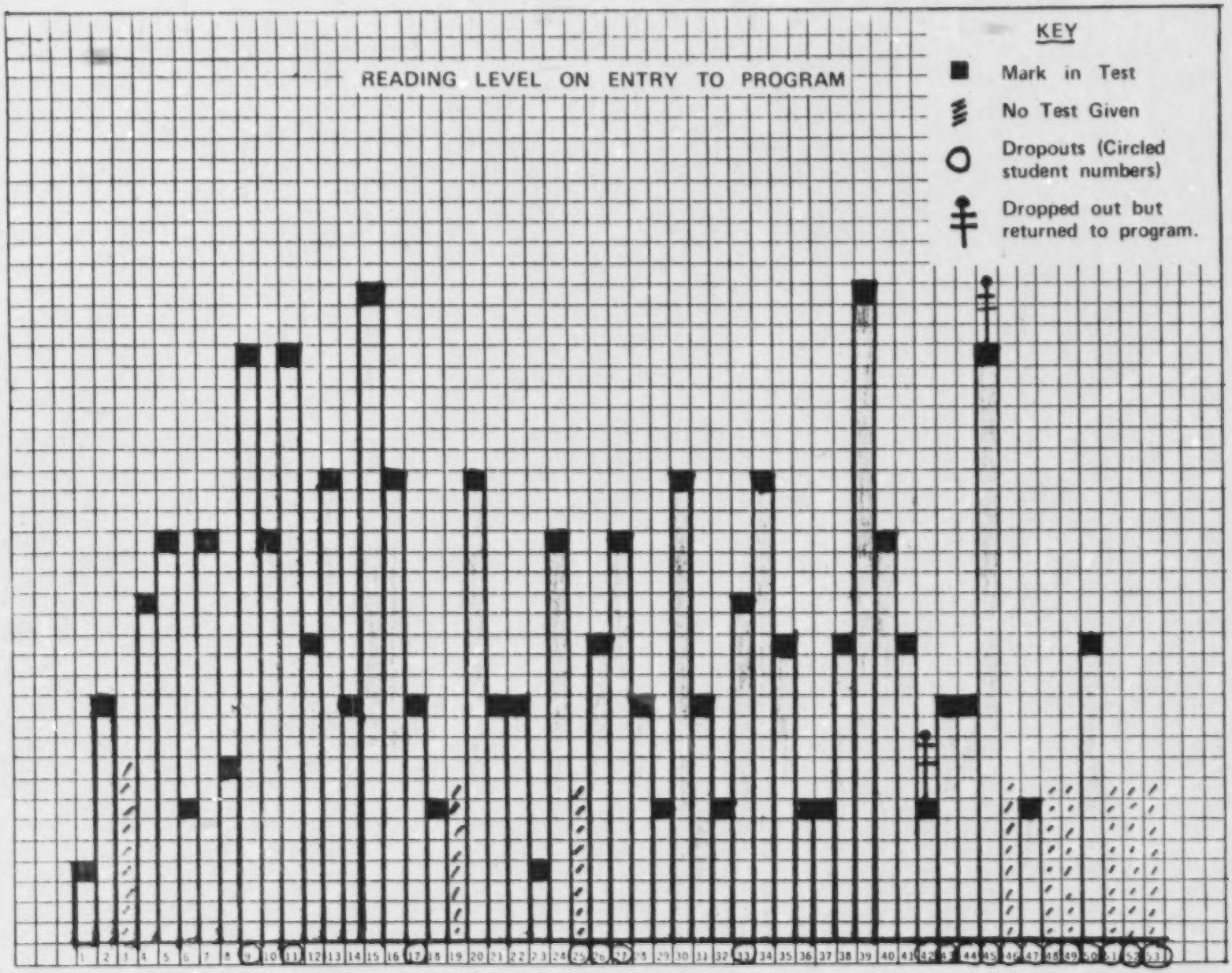
GRAPH NO. 2



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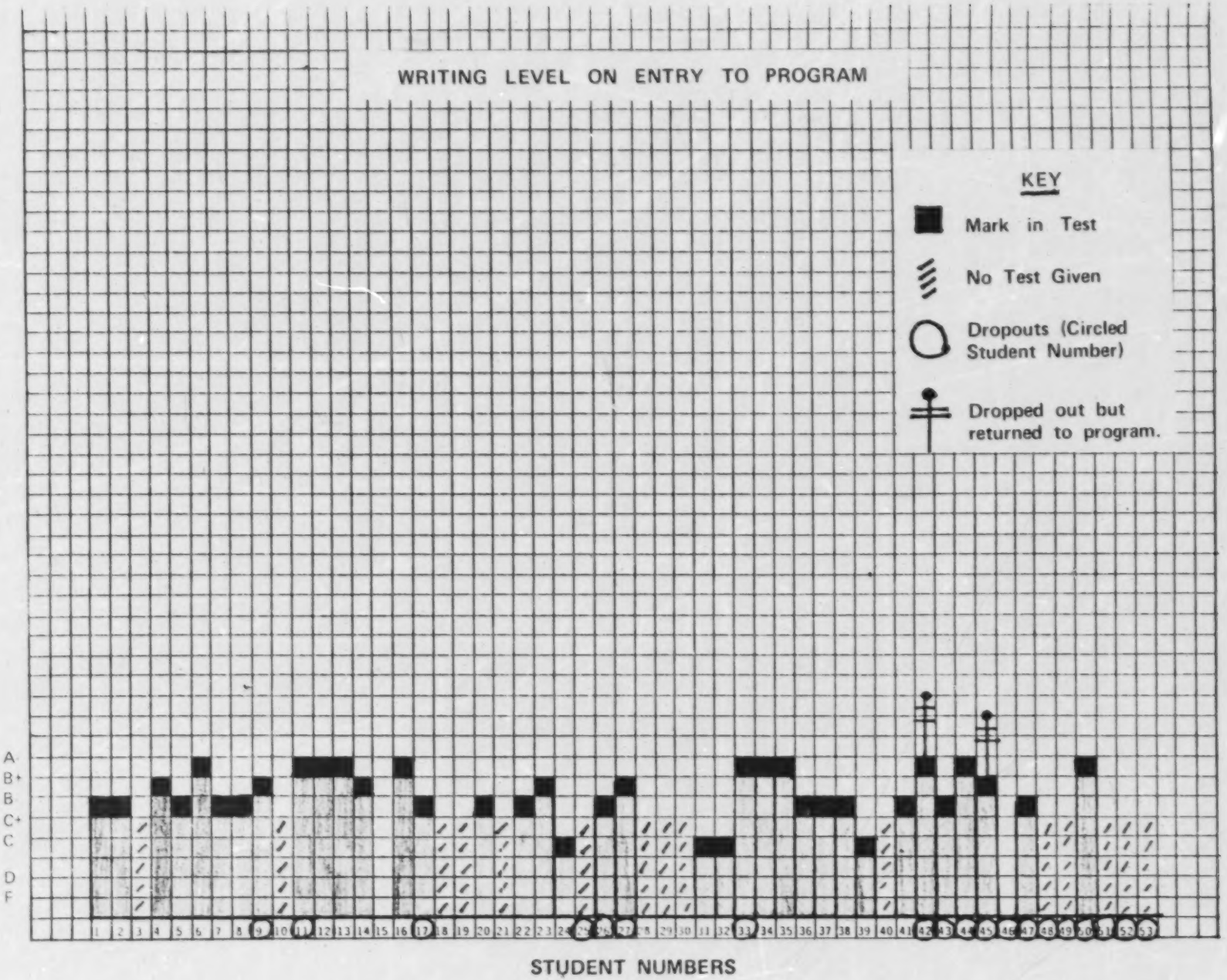
GRAPH NO. 3


WRITING LEVEL ON ENTRY TO PROGRAM
KEY
Mark in Test
No Test Given
Dropouts (Circled Student Number)
Dropped out but returned to program.
A
B+
B
C+
C
D
F
STUDENT NUMBERS

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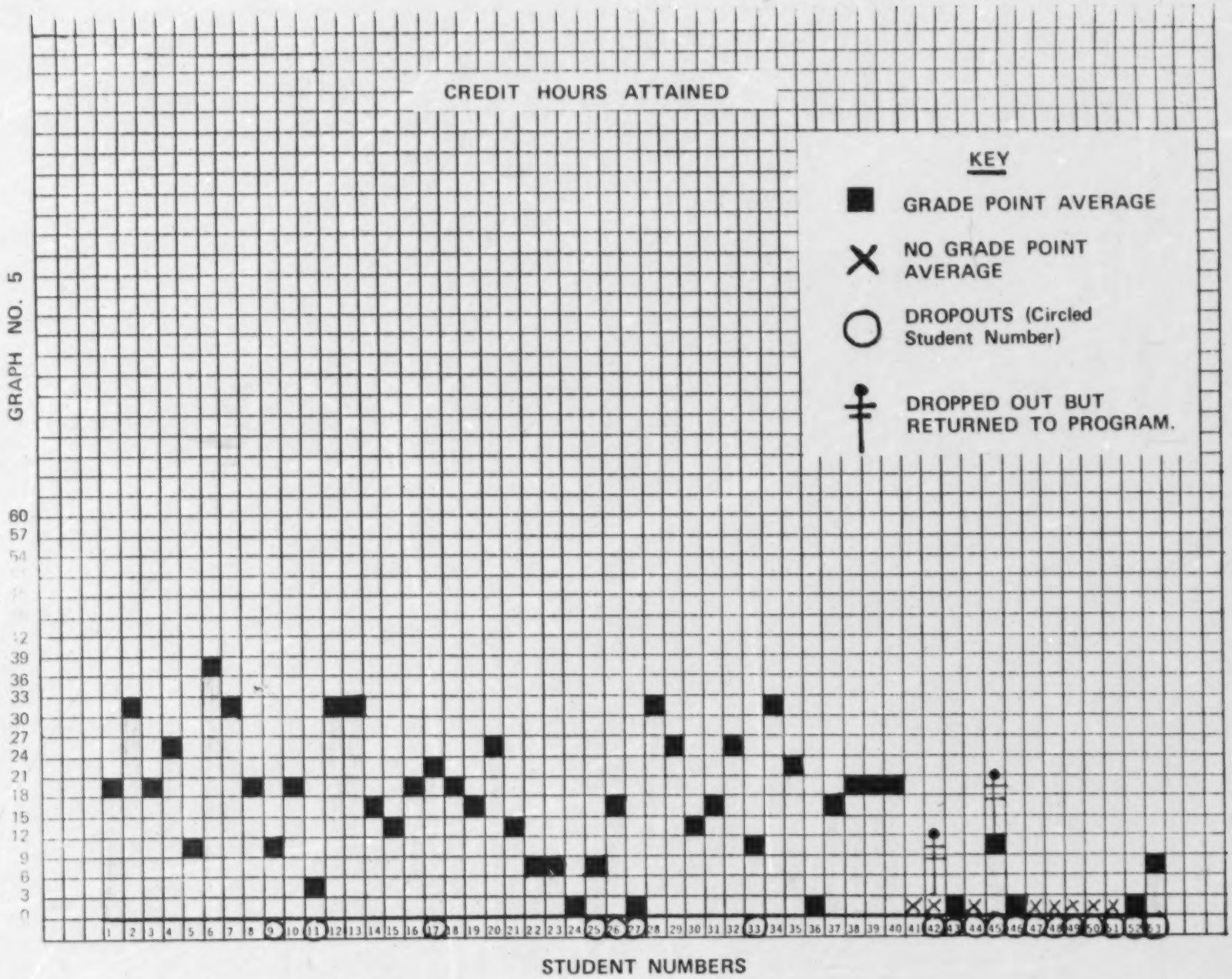
ACADEMIC STANDING ON ENTRY TO PROGRAM
KEY
Grade Completed
Upgrading
Dropouts (Circled student numbers)
Dropped out but returned to program.
STUDENT NUMBERS
OTHER COURSES
SIX WEEK NORMAL COURSE
ARMY RESERVE – BASIC TEACHING METHODS COURSE
SECRETARIAL COURSE
SOCIAL ANIMATION AND FIELD ORGANIZATION COURSE
SUBSTITUTE TEACHER COURSE
ELECTRICAL CONSTRUCTION COURSE – R.R.C.C.
BUSINESS ADMINISTRATION COURSE – R.R.C.C.
CLERICAL BOOKKEEPING COURSE – A.C.C.
SECRETARY COURSE – TEACHER AIDE COURSE
ELECTRICAL CONSTRUCTION COURSE – R.R.C.C.
FIRST YEAR B.T. PROGRAM

GRAPH NO. 4



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APPENDIX C

What sort of tasks did the IMPACTE Students perform for you?

R No. 1
1. worked with small groups (level II)
2. taught phys. ed., social studies, science.
3. corrected papers.
4. playground duty
5. took over entire class.

R. No. 2
1. corrections
2. introduced lessons
3. took control of complete class at times
4. observed

R. No. 3
1. worked with small groups
2. made games and charts

R. No. 4
1. correcting papers
2. seat work
3. word drills
4. little lecturing

R. No. 5
1. small group work
2. made charts
3. prepared lessons
4. read stories
5. gave spelling tests
6. took a reading group
7. taught with a small group

R. No. 6
1. reading with small groups – most work with small groups
2. very little complete class instruction

R. No. 7
1. made charts
2. corrected books
3. assisted with reading and math groups
4. prepared and taught lessons in math, spelling, reading, and science.

R. No. 8
1. marking and clerical work
2. instruction of a reading group
3. some all – class instruction in Math
4. supervising films and TV programs
5. took over class for S.R.A. rate builders
6. assisted on recess duty
7. spelling dictation
8. work with groups on science and social studies.
9. took groups to library

R. No. 9
1. making master copies, booklets, charts
2. running off work sheets
3. teaching reading group
4. teaching math
5. marking assignments she had given

R. No. 10
1. minor teaching duties
2. helped students at board with math
3. taught math and social studies lessons

R. No. 11
1. observing*
   student spent only one month in respondent's classroom

R. No. 12
1. read listening and skill builders to class
2. checked short answer assignments
3. instructed small phys. ed. groups
4. prepared activity cards for science.

R. No. 13
1. organized small groups (kindergarten)
2. helped with games, lunch & bathroom routine
3. worked with small groups

R. No. 14
1. worked with individuals and small groups
2. sometimes taught lessons to the whole class
3. assisted with placement testing at beginning of year
4. general classroom duties

R. No. 15
1. took lessons in reading, numbers and science
2. worked with individual students

R. No. 16
1. observing
2. work with individuals
3. small group work-listening to oral reading

R. No. 17
1. observed for first few weeks
2. helped slower pupils in math and reading
3. gave spelling
4. helped with Christmas concert

R. No. 18
1. worked with top reading groups

R. No. 19
She did what most teacher aides would have done at the beginning
1. running off work, making stencils
2. handled an oral reading group
3. project work

R. No. 20
1. objective marking
2. individual help to students
3. dictation of spelling

R. No. 21
1. supervised small groups (reading, spelling, math)
2. checked work books
3. worked with individuals who needed extra help in math
4. assisted with social studies projects and science experiments

R. No. 22
1. Duplicating
2. correcting spelling tests, reading exercises, Math
3. Supervised small groups
4. Supervised whole class
5. taught entire class a complete unit in health
6. worked with individual pupils
7. accompanied class on social studies hike and helped various groups make maps of the area
8. assisted in art lessons
9. for social studies – helped class make bannock
10. made a seating plan
11. stamped new books, made folders for students, picked up supplies from store room.
12. observed.

R. No. 23
1. made corrections
2. oral reading
3. duplicating
4. work with small groups
5. occasional group teaching

R. No. 24
1. duplicating, xeroxing, making stencils
2. correcting spelling tests
3. helping individuals in math
4. supervising and teaching small reading groups
5. helping in art lessons

R. No. 25

1. helped prepare language arts and number charts and games
2. helped clean up room after class had left
3. taught small groups, large groups and entire class (efficiently)

R. No. 26

1. flash card drill (arithmetic and reading)
2. listened to oral reading
3. corrected arithmetic
4. dictated spelling

APPENDIX D

WE WOULD WELCOME ANY SUGGESTIONS FROM YOU THAT WOULD IMPROVE THE FUNCTIONING OF THIS SEGMENT OF THE IMPACTE PROGRAM. PLEASE FEEL FREE TO OFFER ANY SUGGESTIONS, CRITICISMS, ETC.

1. I need time for principal, student, and supervising teacher to meet, for planning, counselling and communication in a relaxed atmosphere. Students were unable to participate in discussions of teaching philosophy, programs, etc. because of them.

1. Full days would be much more functional for both students and school.
2. If they could complete a methods course before coming to the schools, they may be able to know more about their duties.

1. Find out what grade level they want to teach before a coordinator is appointed.
2. More information on student's background (academic preparation) may help us to know what to expect.

1. Students should be placed according to area of interest.
2. Supervising teachers need more communication with the IMPACTE Program, particularly in the initial stages – – more direction re specific student's needs should be provided from University.

1. When the students are here, they should be here full-time -- possibly one or two large blocks of time.
2. They should have a longer orientation into the school system before being placed.
3. It may be better for first year students to spend first two or three months at the University, learning background and academic things.
4. Supervising Faculty should visit the students -- once a week to encourage and guide.
5. We (teachers) need an in-service to help us understand these students better.

1. I thought it was too bad that students could only be here mornings. She m ssed out on the new aspects of teaching in this (open-area) school. There are more activities in the afternoon.

2. If students could determine what area they want to specialize in, we could help them more.

1. ------ the supervising teachers should come more often to see the student work, and also to more clearly define to teachers the role of work that the IMPACTE student could do.

1. Much more contact between university and supervising staff is essential. ------- supervisors often feel the need for guidance ---
2. Perhaps more rigid screening or a tougher attitude to behavior problems might help. Teacher training should not have to solve the student's emotional problems, although certainly some allowances must be made -------

1. Regular attendance --------.
2. Complete cooperation between pupils, IMPACTE student and supervising teacher
3. Reporting to university very early on problems, by the school
4. Prompt action on problems.
5. Teachers involved must accept IMPACTE student and want their help. Also teacher must help the student.
6. ------ not necessary that student works in every classroom ..... school should arrange for student to work in the area where she's interested.

1. University should enforce stricter rules ---- with regard to attendance and being on time. Those who do not measure up should be removed ------- by Christmas.
2. Better selection and screening ------ might improve the course.
3. Supervising teachers should be clearly informed of their role in the program.
4. University should check more closely on these students while they are teaching, as they are the ones who decide who is to get a certificate.

1. -------- more time was needed to see the student and discuss aspects of lessons. Coming at nine, and having to be back for afternoon lessons at the university left little such time.

2. As our student took the entire last week off from school to complete university assignments, we wondered if the workload was too heavy or why this was really necessary.

1. In my opinion, the IMPACTE students should be given the option ·····? months of total immersion in teaching when they feel they are willing and able. Following this ····· a personal philosophy of teaching should be formed – followed by practise teaching session(s) until the philosophy either works or is altered ·····.

1. ····· my student felt that the university courses were too much – assignments and readings too time consuming to spend as much time in classroom as at first was suggested.
2. Also, is there any way to impress upon our Native People a sense of responsibility? Neither of our IMPACTE students is with us. Both have dropped the course.

1. I feel that I was not adequately prepared to receive an IMPACTE student. There should be guidelines available for the receiving teacher ·····.
2. More time should be available for teacher and student to discuss lesson planning, etc.

1. The greatest need for their future is a course in speaking clearly and distinctly, so that their pupils will speak correctly.

1. I would like to know just what we should expect of these students. Are they in the room only to observe? ····· Can I expect them to prepare any lessons and work to follow?
1. I would like to see a better program showing more guidance – what is expected from the teacher and what we can expect from the student.

1. Basic goals as to where students are going (unclear)
2. Basic objectives as to what my job is to be.

3. Student should be at school continually and then do his university courses, or vice versa. Attending school for only a few days a week disrupts a class tremendously ------- makes it hard to ask for a unit lesson plan.

1. Please give us some guidelines to follow-make up a plan of which rules the teachers are to follow as well as the students.
1. Probably students such as (10*) would function better at the elementary school level. (Student initially placed in high school (grade 7).
1. Teachers who are going to go supervising these students should be given some guidelines as to what the students are expected to do before hand.
2. They need to spend more time in the classroom.
3. The work load for some of these students is too heavy. They have to work much too hard at their studies and thus can not devote themselves completely to their classroom duties.

1. Would like some specific guidelines as to what they could actually do.
2. Would appreciate not having them come the very first day when there is so much other business to attend to.
3. Perhaps if the students schedule was not so heavy, their attendance would be more regular (like too many classes to attend and assignments to complete -------)
4. Some type of in-service ------- for supervising teachers.
5. No time ------for teacher student conferences, planning, evaluation, etc. ----------.

1. Begin later than first day of school
2. I would like to know what is expected for students
3. Make attendance regular
4. Cut work load if this is causing attendance problems
5. (more) time for preparation and discussion with student

1. ..... some program of voice production would give the student more confidence.
2. ..... would have preferred the student begin in October rather than September.
3. ..... more definite indication as to whether student was to teach, groups, a class or dust to help and observe.
4. I wonder if the attendance problem was partly the result of the workload. Would it be better to have the student work in school for a certain time and then take courses separately. (i.e. month full time school, 2 months courses)

1. I would recommend some type of speech training to give the students more confidence.

1. There should be more communication (personal) between Brandon University and Supervising Teachers.

PLEASE NOTE:

A. Numbers in parenthesis i.e. (10*) are keyed to correspond to numbers on the student questionnaires.

B. Where the notation "withdrawn from Program" appears, (no student questionnaire number) this indicates that the student withdrew early in the program, and did not receive the questionnaire.

APPENDIX E

PRINCIPALS

SUGGESTIONS AND CRITICISMS.

1. The Program should place more emphasis on the necessity of responsible behavior (i.e. regular attendance)
1. More time in the schools would be beneficial – for example 4 days a week, full time (for 3 months or so).
1. "Students who do not participate in the program with a sense of professional responsibility should be dropped."
1. "More rigid screening i.e. no married women with large families."
2. "Slightly higher academic standing if possible."
3. "A Steering Committee made up of members of all committees, groups, involved i.e. mentors, superintendents, senate, Faculty Council, etc."

1. Would like to see more student contact with the professional development aspect of the program. The student was unable to participate in staff meetings, discussions of new programs, philosophy of teaching or other professional concerns, due to the time problem.

1. "Screen students more rigidly, by examining family backgrounds. Those with many personal problems should not be expected to function adequately in a school."
2. "Students should be here for full days. Four half days is not satisfactory to us or to the student. We would be very hesitant about participating in the project next year if this timetabling is not changed."
3. "It was also useless for the students to return for the three weeks following their mid-term break. Nothing could be accomplished."

1. "Absenteeism has been the major drawback. If work was interesting enough in the schools, it may help to reduce this."
2. "Half-days in schools seems to be alright, as long as it is fairly continuous."

3. "It may be better to place more than one student in a school, to make students more comfortable. It made a difference to our students, at least initially."
4. "Placement should be left up to individual schools. Students should indicate general level of interest."
5. "I can also see merit in leaving them with one teacher for an extended period."

1. "We were extremely fortunate as far as our IMPACTE student was concerned and the program operated quite effectively here as a result."

1. "More information (is needed) about how much the individual student should be able to accomplish. It was left to us to discover what his potential was ..... didn't know enough about the student to assess whether shyness, inability or other factors were responsible for this problems."
1. "Continuing attendance would be more helpful."
1. "I felt that the program was broken up in the latter stages. This may have contributed to our student's problem." (This comment refers to the increased course work load toward the end of the practise teaching session. The principal felt that this pressure may have contributed to increasing absenteeism.)

1. "It would be helpful if the entire staff could meet with IMPACTE staff at the beginning of the year."
2. "If I had known who was coming, I could have made different arrangements for a coordinator."
3. "If we had some background on the student before he came, we could make more informed decisions."

1. "The biggest complaint in this area is that the program seems designed to pass all students no matter how ill-suited they are to teaching . . . . I would suggest that unless God selected the students (He didn't, did He?) then some of them are bound to be misplaced."

2. "The program also suffers from having too many people making the decisions. This results in indecision."
3. "The academic criteria are very watered down for some students. ------- apparently the B.U. staff is under the false impression that continuous progress means continuous passing - - - - the academic standards of the course appear to be a farce."

1. "If a pupil isn't "working out" at a school, perhaps a change of school should be considered as part of the assistance available to him."
2. "At what point does the IMPACTE Program become a welfare program in the sense that we are "carrying" a person?"
3. "I believe the basic overall objectives and manner of implementation of them are quite in the right direction."

1. "The workload seemed particularly heavy for the student so it could perhaps be lightened by doing either academic or classroom work – but not trying to do both at the same time."
2. "More direction from above as to classroom activities these untrained students might do – or what successes other people have had with some techniques."

1. "I feel that a member of the IMPACTE personnel should visit the school regularly to confer with the principal and teachers."